

**Candidate Proficiency associated with the
Seven Essential Elements
of an Effective Teaching/Learning Experience
during Internship**

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Background for the Study

During internship, teacher candidates are expected to demonstrate proficiencies to plan and implement effective teaching/learning experiences. Preparation for internship has been incorporated into the MAT courses.

Most MAT instructors also serve as internship supervisors, and all MAT instructors align their courses with TESS: the Teacher Excellence Support System.

Background for the Study

However, not all interns demonstrate the anticipated proficiencies. Teacher educators/field supervisors observing interns are challenged in

- (1) understanding underprepared written documentation and observed implementation; and
- (2) providing appropriate guidance and support in their oral and written feedback to interns.

Purpose of the Study

- Investigate the ways that interns demonstrate their proficiencies in their written documents with the seven essential elements
- Observe the ways that interns demonstrate their proficiencies in their observed teaching with the seven essential elements
- Collect data at several times during the internship

Purpose of the Study

- Provide intervention during the internship to note changes over time with the seven essential elements
- Review my own practices in the course I teach that prepares teacher candidates completed prior to internship
- Review my own practices during internship

Purpose of the Study-continued

- Share findings of study with faculty and supervisors in our MAT Program
- Conduct the same study for several more semesters
- Continue to reflect on my practices both as an instructor for a course in the MAT Program and as a supervisor during internship

Research Questions

1. How do interns demonstrate their proficiencies in their written documents related to seven essential elements?
2. How do interns demonstrate their proficiencies in their observed teaching related to seven essential elements?
3. What changes occur in intern demonstration of proficiencies with direct intervention from the teacher educator/field supervisor with seven essential elements?

Seven Essential Elements

1. **Preassessment - PA**
2. **Objectives - OBS**
3. **Student Selection System - SSS**
4. **Written Instructions/Expectations/Self Assessment - WIESA**
5. **Formative Assessment/Guided/Independent Practice – FAGIP**
6. **Closure - CL**
7. **Postassessment- PA**

Activity

- Identify each of the Seven Essential Elements that you expect your interns to demonstrate proficiency during internship.
- Think of your interns' proficiencies with each of the seven essential elements.
- Reflect on the ways you intervene when interns do not demonstrate your expected proficiencies.

MAT Courses

- 1. Analysis and Practice of Teaching**
- 2. Classroom Management**
- 3. Models of Teaching**
- 4. Research Methods**
- 5. Practicum**
- 6. Child and Adolescent Development**
- 7. Classroom Assessment**
- 8. Literacy in the Content Areas**
- 9. Teaching of Reading**
- 10. Pedagogy for Diverse Student Populations**
- 11. Middle School**
- 12. Internship**

TESS-Teacher Excellence and Support System

Domain 1: Planning and Preparation

- 1a. Demonstrating Knowledge of Content and Pedagogy
- 1b. Demonstrating Knowledge of Students
- 1c. Setting Instructional Outcomes
- 1d. Demonstrating Knowledge of Resources
- 1e. Designing Coherent Instruction
- 1f. Designing Student Assessments

Domain 2: The Classroom Environment

- 2a. Creating an Environment of Respect and Rapport
- 2b. Establishing a Culture for Learning
- 2c. Managing Classroom Procedures
- 2d. Managing Student Behavior
- 2e. Organizing Physical Space

Domain 1: Planning

- 1a. **XX**
- 1b.
- 1c. **XX**
- 1d.
- 1e. **XX**
- 1f. **XX**

Domain 2: Environment

- 2a. **XX**
- 2b. **XX**
- 2c. **XX**
- 2d.
- 2e.

TESS-Teacher Excellence and Support System

Domain 3: Instruction

- 3a. Communicating with Students
- 3b. Using Questioning and Discussion Techniques
- 3c. Engaging Students in Learning
- 3d. Using Assessment in Instruction
- 3e. Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities

- 4a. Reflecting on Teaching
- 4b. Maintaining Accurate Records
- 4c. Communicating with Families
- 4d. Participating in a Professional Community
- 4e. Growing and Developing Professionally
- 4f. Showing Professionalism

Domain 3: Instruction

- 3a. **XX**
- 3b. **XX**
- 3c. **XX**
- 3d. **XX**
- 3e. **XX**

Domain 4: Professionalism

- 4a. **XX**
- 4b. **XX**
- 4c.
- 4d.
- 4e. **XX**
- 4f. **XX**

Research Subjects

1. Master of Arts in Teaching candidates
2. Internship – last course in program
3. 7 interns Spring 2017
 - 5 in own classrooms teaching with provisional licenses
 - Observations conducted via Skype and Bug-in-Ear
 - 2 placed in classrooms
 - Observations conducted face-to-face

Data Collection/Interventions

- | | |
|----------------------|--|
| 1. Observation 1 | 1. No pre; Oral & Written post |
| 2. Annotated Video 1 | 2. Instructions pre; Comments post |
| 3. Observation 2 | 3. Instructions pre; Oral & Written post |
| 4. Annotated Video 2 | 4. Instructions pre; Comments post |
| 5. Observation 3 | 5. Oral & Written post |
| 6. Unit of Learning | 6. Written post |
| 7. Summary | 7. Written post |

Data-Subject X – no/yes & notes

7 E E	OB1	AV1	OB2	AV2	OB3	ULP	IS
PA							
OBS							
SSS							
WIESA							
FAGIP							
CL							
PA							

Results

7 E E	A	B	C	D (3x)	E	F	F
PA	N= 2 Y= 5	N= 4 Y= 3	N= 7 Y= 0	N= 1 Y= 2	N= 6 Y= 1	N= 3 Y= 4	N= 1 Y= 6
OBS	N= 1 Y= 6	N= 2 Y= 5	N= 3 Y= 4	N= 1 Y= 2	N= 1 Y= 6	N= 1 Y= 6	N= 0 Y= 7
SSS	N= 1 Y= 6	N= 0 Y= 7	N= 6 Y= 1	N= 1 Y= 2	N= 3 Y= 4	N= 5 Y= 2	N= 0 Y= 6
WIESA	N= 4 Y= 3	N= 6 Y= 1	N= 4 Y= 3	N= 1 Y= 2	N= 5 Y= 2	N= 4 Y= 3	N= 1 Y= 6

Results

7 E E	A	B	C	D (3x)	E	F	F
FAGIP	N= 3 Y= 4	N= 1 Y= 6	N= 4 Y= 3	N= 1 Y= 2	N= 6 Y= 1	N= 6 Y= 1	N= 1 Y= 6
CL	N= 2 Y= 5	N= 5 Y= 2	N= 5 Y= 2	N= 1 Y= 2	N= 3 Y= 4	N= 5 Y= 2	N= 0 Y= 7
PA	N= 2 Y= 5	N= 5 Y= 2	N= 1 Y= 7	N= 1 Y= 2	N= 2 Y= 5	N= 3 Y= 4	N= 1 Y= 6
	Starting Compliant	Not Using Reluctant	Not Seeing Reluctant	Not Seeing Compliant	Not Using Reluctant	Starting Compliant	Using Compliant

Discussion

1. **Preassessment:** replaced by “bell ringer:” becomes a perfunctory warm-up rather than a meaningful discussion and assessment
2. **Objectives:** written on board; sometimes read aloud; rarely discussed or connected with relevance
3. **Student Selection System:** strong reluctance/avoidance, especially high school; viewed as cumbersome and without merit
4. **Written Instructions/Expectations/Self Assessment:** will produce written instructions and sometimes expectations, rarely self assessment

Discussion

5. **Formative Assessment/Guided/Independent Practice:** strong resistance although highly emphasized in MAT Classroom Assessment course
6. **Closure:** not allocated enough time; reduced or removed if time runs short; rarely planned or organized; frequently conducted as a teacher review
7. **Postassessment:** usually an “exit slip” without discussion with students or modification to teaching practices

Recommendations

1. Continue research
2. Share with MAT Program faculty
3. Emphasize the Seven Essential Elements with future MAT interns, particularly between Observation #1 and Annotated Video #1
4. Review research procedures to improve intern understanding and application of the Seven Essential Elements

Thank you!

